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AN ACHIEVEMENT ASSESSMENT OF SOME GRADUATES OF A
SCHOOL LOCATED IN A CULTURALLY DEPRIVED AREA

A THESIS
SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION,
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DEDICATION

The writer wishes to dedicate this paper to the students, faculties and administrations of the educationally deprived schools in Atlanta, Georgia in the hope that it will inspire new inspiration to the children, rededication to the teachers, and the allocation of additional resources to the schools and teachers from the administration.

N. H. W.

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N. H. W.

TABLE OF CONTENTS

	Page
DEDICATION	ii
ACKNOWLEDGEMENTS	iii
LIST OF TABLES	vii
 Chapter	
I. INTRODUCTION	1
Rationale	1
Evolution and Locale of the Problem	4
Contribution to Educational Knowledge	4
Statement and Definition of the Problem	5
Subjects of the Study	6
Purposes of the Study	6
Research Procedure	7
Limitation of the Study	8
Survey of Related Literature	8
II. PRESENTATION AND INTERPRETATION OF DATA	17
Prefatory Statement	17
Reliability of the Information	17
The Basic Findings	17
Distribution of Responses Regarding Change in Residential Status of Subjects	18
Distribution of Responses Regarding Occu- pation of Subjects	19
Distribution of Responses Regarding Salaries of Subjects	19
Distribution of Responses Regarding Domi- ciliary Status of the Subjects.	21
Distribution of Responses Regarding Formal Training of Subjects Beyond High School	21
Distribution of Responses Regarding the Financing of Formal Training Since Graduation of the Subjects	22
Distribution of Responses Regarding the Class Assessment of the Subjects	24
Distribution of Responses Regarding Compo- sition of Families of Subjects	26
Distribution of Responses Regarding Sources of Family Income of the Subjects	26

TABLE OF CONTENTS-Continued

Chapter	Page
II. PRESENTATION AND INTERPRETATION OF DATA (Cont'd) . . .	
Distribution of Responses Regarding Approximate Weekly Income of Families of the Subjects	28
Distribution of Responses Regarding the Types of Jobs Held by Parents of the Subjects	30
Distribution of Responses Regarding the Highest Educational Levels of Subjects' Parents, Brothers and Sisters While Enrolled at S. H. Archer High School	31
Distribution of Responses Regarding Assessment of Achievement in Relation to that of Classmates of the Subjects	31
Distribution of Responses Regarding Reasons for Subjects Equaling or Surpassing the Status Attained by the Majority of Fellow Graduates	33
Distribution of Responses Regarding Academic Rank of the Subjects	34
Distribution of Responses Regarding the Year of Graduation of the Subjects	35
Distribution of Responses Regarding Subjects' Participation in Extra-Curricular Activities	35
Distribution of Responses to Question 25 "In What Ways Could Archer High School Have Better Prepared You for Life After High School?"	38
Distribution of Responses to Question Concerning the Most Influential Person on Lives of Subjects	39
Distribution of Responses Regarding the Areas at S. H. Archer High School Needing Most Improvement	39
Distribution of Responses Regarding Awards Received and Elected Offices Held by the Respondents	41
Distribution of Responses Regarding the Efforts of the Faculty to Help the Above and Below Average Students	42

TABLE OF CONTENTS-Continued

Chapter	Page
III. SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS	45
Introductory Statement	45
Summary of Pertinent Literature	45
Summary of the Basic Findings and	
Conclusions	47
Implications	52
Recommendations	53
BIBLIOGRAPHY	54
APPENDIXES	56
A. Cover Letter	57
B. Questionnaire	58
VITA	63

LIST OF TABLES

Table	Page
1. Residential Status of the Subjects	18
2. Occupational Status of the Subjects	20
3. Distribution of Salary of the Subjects	21
4. Domiciliary Status of the Subjects	22
5. Formal Training of Subjects Since High School Graduation	23
6. How Formal Training Since High School Graduation Was Financed	24
7. Class Status as Related to Previous and Current Living Conditions	25
8. Family Composition of the Respondents	27
9. Sources of Family Income of the Subjects While Enrolled at Samuel H. Archer High School	28
10. The Approximate Total Weekly Income of the Families of the Subjects While Enrolled at S. H. Archer High School	29
11. Types of Jobs Held by Parents of the Subjects While Enrolled at S. H. Archer High School	30
12. Highest Educational Levels of Parents, Brothers and Sisters of the Subjects While Enrolled at S. H. Archer High School	32
13. Subjects' Responses Relative to Their Present Position in Life (Over-All Status) as Compared with the Majority of Their Fellow Graduates	33
14. Reasons Given by Subjects for Equaling or Excelling Majority of Classmates' Social Status	34
15. Academic Rank of the Subjects	35
16. Subjects' Year of Graduation	36
17. Participation in Extra-Curricular Activities	37

LIST OF TABLES-Continued

Table	Page
18. Suggested Ways in Which Archer High School Could Have Better Prepared the Subjects for Life After High School	38
19. Most Influential Person in Lives of Subjects	40
20. Areas at S. H. Archer High School Which the Subjects Felt Needed Most Improvement	41
21. Awards Received and Elected Offices Held by the Subjects	43
22. Responses of the Subjects Concerning the Question: "Do You Feel the Faculty of S. H. Archer High School Put Forth Special Effort to Help Above Average and Below Average Students?"	44

CHAPTER I

INTRODUCTION

Rationale

The current national interest in the integration of most sectors of our population into the main stream of American society as evidenced by a cursory reading of any competent daily newspaper or weekly magazine has manifested itself in the fields of race relations with the passage of the Civil Rights Bill, in economics with the poverty program and in education with the plan to improve small underdeveloped, inadequate colleges through an association with larger, more efficient colleges and universities. These measures by both public and private agencies are directed towards those segments of the population which are forced, by virtue of conditions beyond their control, to live on the periphery of American culture. To these segments is assigned the term culturally deprived. This is a misnomer, if we are to accept the definition that culture is that which man creates. There can be found among this deprived group, patterns of behavior, ideals, family structure, community relations that are components of a culture. Other terms used to describe this group are underprivileged, low class and depressed. These terms are attempts to describe the members of subcultures which have not availed themselves of some of the aspects of a middle class culture such as language facility, respect for formalized education and economic achievement. The term,

then, that seems more adequate in description, is educationally deprived. The use of the term culturally deprived, by the writer, is justified by the common understandings that popular usage has established.

The educational level of this segment of society is decidedly less than eleven to twelve years, which is the national average. This means that for various reasons these people have not attained a high school education which is the expressed right of every citizen in America. Some reasons proffered for this phenomena in a society in which free compulsory education is the law of the land are the fact that many of the educationally deprived are migrant farmers or workers whose employment forces a seasonal trek; recent immigrants cannot profit from instruction in a language foreign to their own, and some native whites and Negroes live in a culture that places little value on education. Although a possible answer to the problem of the educationally deprived is more adequate schooling, the record is one of premature drop-outs, spasmodic attendance, low achievement and inadequate readiness for school.

The needs of the poor have been the concern of members of society since the reform bills under William Gladstone in Great Britain which opened the door of opportunity to the city's working-class and the beginning of state and public schools in the late seventeenth and eighteenth centuries in America. The steps were thought radical at the time as expressed in a speech made in Parliament, "Education would weaken the morals of the people. It would teach them to despise their lot in life, instead of making them good servants. . . (and) instead of teaching them insubordination, it would render them factions and refractory. . .and it would

render them insolent to their superiors."¹

Despite the activities in the interest of the educationally deprived, only the strongest have benefited from them. In many ways the school must assume the responsibility for the ineffectiveness. The school staffed largely by middle class teachers, administered by largely middle-class principals and superintendents under the policy of largely middle-class boards of education offer to the deprived child criticisms of him as a product of his culture. In its highly disciplined halls, the school is intolerant of poor speech habits, dirty and ill fitting clothes, uncombed hair and uninhibited behavior. The deprived child internalizes this concept of himself and says to himself, "The school says I am pretty inadequate, therefore, I am pretty inadequate."² Schools serving depressed areas must examine themselves to determine in what ways do the condescending or critical attitudes of the faculty and staff, outmoded or conventional teaching methods, obsolete or unrelated textbooks and lesson plans contribute to the innumerable problems the child brings with him.

Added to the problems presented by the school are those presented by the community from which the culturally deprived child comes. In this community there is a completely different set of values. Many of the adults in the community have low educational achievement and pass on their disregard for formal training to the younger members thus creating a void

¹Walter T. Wallbank, Man's Story (Atlanta, Georgia: Scott Foresman and Company, 1951), pp. 475-76.

²Jean D. Grambs, "The Culturally Deprived Child," Educational Digest, XXX, No. 5 (Ann Arbor, Michigan: Prakken Publications, 1965), 1-4.

of persons worthy of emulating. The disillusionment of the older members is also passed on to the younger members. Proof that education is useless is present everywhere. The call of the gang is strong. The family, often composed of working parents or a working mother and her children, has abdicated its responsibilities of promoting sound values to the gang. The child who attempts to rebel against his culture and achieve in the foreign world of the school is often alienated by the community. He must remain in the community and yet is rejected by it but not fully accepted by the school or middle class society. Persons who are able to make constructive moves, in spite of such disadvantages, are worthy of note and study.

Evolution and Locale of the Problem

The writer was employed for eleven years (from 1956-1967) in a school located in the northwest section of Atlanta, Georgia, which serves the underprivileged. The students of this school presently number approximately two thousand. The community is composed primarily of two government projects of about fifteen hundred units, some privately owned apartments of about three hundred units and some privately owned single-family homes of about four hundred in number. Despite adverse conditions in the community, such as absence of fathers in the home, working mothers, lack of heterogeneity in accomplishment and goals, and fluidity of the home site, some students have gone to college and it was this group that the writer investigated in terms of their accomplishments.

Contribution to Educational Knowledge

It is hoped that this study of the achievement of educationally deprived students will contribute to educational knowledge in many ways.

First, to teachers of these students, such a study might offer hope that their efforts can bring about constructive fruition. Second, the study and proper use of the factors leading to the achievements of the students, could foster new or improved methods, materials and attitudes to be used in the teaching of students from culturally deprived areas. Third, the study of the culture of the educationally deprived might bring about an understanding on the part of educators and lay persons of the obstacles which they face, and a more concerted effort to strive for equality of opportunity for all. Fourth, teacher training institutions might use information resulting from such a study in the training of prospective teachers, some of whom will certainly be assigned to such a culturally designated school. Fifth, and finally, the findings resulting from this study might also present implications and insights pertinent to the education of others from similar backgrounds, and, especially to the staff of the school from which these subjects were graduated.

Statement and Definition of the Problem

The problem involved in this study was to present substantiating evidence which supports or disagrees that educationally deprived backgrounds are the primary factors in predicting success or failure in academic or business pursuits of those reared with such backgrounds. Secondly, the problem was concerned with the determining factors contributing to the success of the subjects. Thirdly, as a teacher in the school attended by the subjects, the writer was concerned with how this school can increase the percentage of children who take on the ideals which it fosters and avail themselves of the academic training and cultural environment which will allow them to escape the enervating effect of the deprived. The

writer feels that if contributing factors can be determined, the school can utilize them in increasing the number of those who can be termed potentially successful.

Subjects of the Study

The subjects of this study were twenty-five students who completed the requirements and course of study as prescribed by the Atlanta Board of Education for graduation. The writer's selection of these subjects was based on knowledge obtained from many of the subjects themselves, fellow teachers, and other former students as to their achievement. Since the more recent graduates have not had time to establish themselves or complete their college training the subjects were limited to the classes of 1958 to 1963.

Purposes of the Study

The specific purposes of this research were:

1. To ascertain if educationally deprived backgrounds are the determining factors in predicting success or failure in the academic or business worlds by pointing out attainments of persons reared with such backgrounds.
2. To make suggestions to Samuel H. Archer High School personnel as to the characteristics of the culturally deprived subjects in this study so as to facilitate the recognition of, the understanding of and the education of similar students among the school population.
3. To make suggestions to the school personnel serving the culturally deprived, associated with this research, as to

possible changes in teachers' attitudes, materials and activities to be used in the teaching of the culturally deprived students and the possible effects such changes could have.

4. To ascertain the factors or forces which acted on the subjects of this research in the pursuit of their attainment.
5. To set forth whatever conclusions, implications, and recommendations the findings warrant.

Research Procedure

The research procedure of this study follows:

1. Official permission to conduct the study was secured.
2. Use was made of the normative research method involving the techniques of the questionnaire and interview.
3. Those graduates who had attained success in the academic or business world were identified. This was achieved through the use of follow-up records, interviews with returning students, interviews with teachers and the writer's personal information.
4. A questionnaire was submitted to the subjects. This questionnaire comprises Appendix B of this research.
5. Warranted conclusions, implications and recommendations, resulting from the analysis and interpretation of the findings, are presented in this thesis.

Limitation of the Study

The subjects in this study do not represent a sufficient number to warrant broad or universal recommendations. However, there are, seemingly, adequate data to justify the conclusions, implications, and recommendations set forth.

Survey of Related Literature

A study of the related literature pertinent to this investigation discloses that although much research has been done on the culturally deprived, most of it has been from a strictly sociological or psychological viewpoint. With the possible exception of attempting to explain low scores on achievement tests, it is only recently that such phenomena as fatherless homes, working mothers, homogeneous neighborhoods and paucity of success models have been considered pertinent to the socialization process of the school. Little published thought has been given to the analysis of the culture of the disadvantaged and its influence on the role and effectiveness of the school. The prevailing attitude has been expressed nonchalantly with the cliché: "The poor we will have with us always." There are isolated attempts to serve the true function of the school, that of transmitting the culture of the society it serves as revealed in such projects as the "Higher Horizons Program" which began in 1956 at Junior High School No. 43 in New York City. Frank Reissman accesses this venture thusly: "This project has demonstrated that supposedly uneducable children from lower social economic backgrounds can successfully learn and progress in a reorganized school environment."¹ Another attempt to assure the

¹Frank Reissman, The Culturally Deprived Child (New York: Harper and Row, 1962), p. 56.

success of the culturally deprived is that of The Great Cities Gray Areas School Improvement Program supported by the Ford Foundation in ten of the largest city school systems in the country, which attempts to identify the culturally deprived, heighten their aspiration and assist them in developing their talents through a reorganization of the school curriculum, personnel, instructional materials and equipment and by mobilizing the community to prepare these children for successful living in a modern world.¹ On a nation-wide scale the federal government has recently begun to sponsor educational programs at various levels aimed at the economically deprived. The Project Headstart provides for preschool education in areas where the need exists. The Project Opportunity is aimed at identifying potentially talented pupils, at the seventh grade level, and by assigning a special corp of teachers and counselors to raise their achievement level and their ability to participate freely in the American society. It will be years before the ultimate achievements of these programs can be measured. Small individual measurements can be made almost weekly. It seems that programs of this type, if continued, will bring about a definite change in the attitude of the deprived community toward the school and education and will swell the ranks of those coming from such communities who can be imitated, such as those who are the subjects of this study.

The school as the agency of society charged with the preparation of its youth to function with facility in the society, must be engaged in an evaluation of its methods, materials and attitudes to ascertain to what

¹National Education Association of the United States, Education and the Disadvantaged American (Washington, D. C.: Educational Policies Commission, 1962), p. 61.

extent these facilitate or frustrate its major reasons for existence. The large percentage of out-of-school, unemployed youth in slum or underprivileged areas is in part attributable to the effectiveness of the school. These people cannot be expected to be supporters of the democratic middle class way of life. The United States census estimated "5,200,000 of these had dropped out of school in October."¹ It is estimated that about "750,000 of these had dropped out of school during the previous year and of the 47,436,000 families in the United States, 8,833,000 or 19 per cent had incomes under \$3,000 in 1963."² Improvements in teachers' attitudes, and more realistic materials suited to the needs of these students, might increase the schools' holding power over them and concomitantly their ability to raise their standard of living. Surely there must be some relationship between these two sets of figures and the well-being of the democratic society. What factors kept the subjects in this research from being among these statistics are main concerns of this investigation.

James B. Conant in his book Slum and Suburbs relates the phenomena in the following quotation:

There is no question that a healthy society requires a sound economy and high employment. Communism feeds upon discontented, unemployed, frustrated people...the unemployment rate nation-wide is something over seven per cent for all age brackets but unemployment among youth under twenty years of age is about 17 per cent. These young people are my chief concern, especially when they are pocketed together in large numbers within the confines of the big city slums. What can words like freedom, liberty and equality of opportunity mean to these young people? A youth who has dropped out of school and never has had a full-time job is likely to be anti-social and rebellious...in the face of these startling facts

¹The World Almanac and Book of Facts (New York: New York World Telegram and Sun, 1965), p. 421.

²Ibid.

the American school continues to administer to all alike, the same middle class conceived and perpetuated type of education ignoring its opportunity to alleviate the problem. Some questions it might ask itself are: — Is there something for everyone who enters? Can we call ourselves a comprehensive high school with college preparatory courses for those who are willing and able? Do we provide vocational training of varying difficulty? Are we in contact with the needs of the community we serve? Do we follow our students to ascertain needed changes in curriculum? Do we present an attitude of welcome regardless of economic or racial origin?¹

The school from which the subjects of this study, as well as many of the present day schools, would not be able to answer these questions in the affirmative. On the contrary, in the words of Jean D. Grambs:

The school now does a very effective job of making most children feel adequate. The school's code is, success is achieved only if one runs the gauntlet of failure. Failures are made public, breaches of the rule publicized...the slum child's community provides few models that demonstrate the value of buying the system. His parents were often hurt by the system and did not survive. Middle-class teachers often resent, subconsciously, the elements of the underprivileged culture which the slum child brings with him — poor speech habits, wiggling and squirming...ill-fitting clothes, uncombed hair...²

The materials used in the education of the educationally deprived are all too frequently of no meaning to him. The elementary school readers show pictures of clean, neatly dressed boys and girls playing with bicycles, dolls and skateboards in neatly kept yards and sidewalks before well kept family homes. The father comes home in a business suit, pleasant and obviously happy to be home. The school serving the underprivileged children should use materials in which..."pictures show Negroes and whites doing things children and adults do. Children respond to things having

¹James B. Conant, Slums and Suburbs (New York: MacGraw-Hill Book Company, 1961), p. 24.

²Jean D. Grambs, "The Culturally Deprived Child," Educational Digest, XXX, No. 5 (1965), 1-4.

meaning in their own lives. How much of the daily curriculum is taken from the lives of children are living."¹ Very few schools subscribe to magazines such as Ebony or others which show the members of minority races or nationality groups and their achievements.

The incidence of culturally, educational or economic deprivation is not confined to one racial group or nationality, however, it is disproportionately high among recently arrived immigrants, rural persons recently established in the cities and Negroes recently arrived in high industrialized areas. The problem of the Negro is especially unique and one which cannot be solved by the school alone. As in the case of the subjects of this study, it is different in that "their very color prevents them moving into general culture and becoming unindifferentiated from the rest."² Other culturally different persons, such as immigrants, usually become acculturated within two or three generations through the efforts of the school. The nature of our expanding economy and the accompanying decline in the demand for unskilled workers mean fewer jobs will be available to those with minimal education. Since these migrants show a tendency to settle in large industrialized areas, the large city schools must learn to cope with their education. "As the demand for unskilled labor dwindles, these minimally educated youth, especially the Negro youth for whom discrimination limits even existing job opportunities, face a hopeless future."³ If the big city schools fail to meet their responsibilities.... "we are allowing social dynamite to accumulate in our large cities...."⁴

¹Ibid., p. 1.

²Ibid., pl 3.

³Conant, op. cit., p. 23.

⁴Ibid., p. 60.

says James B. Conant in Slums and Suburbs.

What then, can the school do? To make all people uniform would be as impractical as it would be inconsistent with American ideals. But to prepare the children of all the people to adequately take advantage of opportunities afforded by the society is consistent with the American image. In the same way that the hope of society is in its youth so the hope of the society is in its youth training institutions, the schools. The school, of course, is one of the many institutions of society. It is, however, the one that touches the youth at an age when they are most pliable and receptive to the initiation of and change in concepts, attitudes and behaviorisms. For this reason the school has a vital role to play.

The school faces a difficult challenge in its attempt to educate the children of the culturally deprived. The elements of formal education are foreign to the disadvantaged child.

The educated in the American ideal possesses the motivation and developed mind to dignify his life and to contribute to his society, and he views learning as a life-long process. Some children are so far from this ideal as to raise doubts as to their ability to approach it.

This ideal should be fostered and nurtured in the home. Unfortunately, it is seriously lacking in the home of the disadvantaged.¹

Reissman comments further on this factor:

The modern public school bases its efforts on assumptions which are not valid for disadvantaged children. These children's experiences do not prepare them for middle class schools. If the schools reinforce senses of personal insignificance and inadequacy that which life may already have imposed on a disadvantaged child he will likely benefit little from schooling. If the school insists on progress or standards

¹Frank Reissman, "The Culturally Deprived Child: A New View," Programs for the Educationally Disadvantaged (Washington, D. C.: U. S. Government Printing Office, 1963), pp. 3-9.

that he regards as unrelated to his life or that dooms him to unending succession of failures, he is likely to leave at the first opportunity.¹

Although the basic concern of the school is the pupil, the school located in or serving a disadvantaged community must extend to the home and community. This is to say that intimate knowledge of the background of the pupils by the local administration and the faculty is necessary to the successful school and teacher. The school must become an integral part of the community and create a better image in order to break down hostility that is often prevalent in the economically disadvantaged. Home visitations, before the child gets in trouble, neighborhood parent-teacher associations where the school population is dispersed over a large area of the city and making the school's facilities such as libraries, shops and basic skills classes available are some ways to start drawing the school and community together.

The school should analyze the positive factors of the culture of the economically deprived and turn them to its own use. Some of their characteristics which have been labeled weaknesses are actually strengths. Some of the so-called weaknesses are slowness and language deficiency. Reissman asserts that:

Most disadvantaged children are relatively slow in performing intellectual tasks. This slowness is an important feature of their mental style and it needs to be carefully evaluated...the teacher...can develop techniques for rewarding slow pupils if she has an appreciation for some of the attributes of a low style of learning...Pupils may be slow for reasons other than they are stupid. A pupil may be slow because he is extremely careful, meticulous or cautious, refuses to generalize easily, cannot understand a concept unless he does something physical...and does not easily adopt the frame of reference of the teacher.²

¹Ibid., p. 7.

²Ibid., p. 4.

The commonly held belief that children of the deprived are nonverbal is easily disproved by listening to them in uncontrolled situations. Their language is expressive and colorful and often finds its way into accepted speech--speech habits are difficult to change due to the competition of the home and community. In helping pupils make the transition from in-culture speech to that of the larger culture, the teacher might investigate the techniques used in foreign language instruction.

The need for a chance at achieving success for the culturally deprived dictates the basic component, the teacher be well trained in techniques that apply to their education.

The teacher training institutions and in-service training courses should make a part of every teacher's training, the techniques, understandings and appreciations necessary to succeed in the teaching of the disadvantaged. Since the role of the teacher cannot be minimized, conditions of her training and service should be as complete and favorable as possible. The attitude of the local administrator is of prime importance. He should possess qualities not easily determined by tests or courses taken that equip him with "know-how" to deal with the disadvantaged who are often suspicious of school personnel. He needs conviction enough, determination enough and independence to meet the needs of the students of his school. He needs to see the need for and secure all the so-called extras for his school. Additional personnel is needed such as teachers to assure small classes as well as clerks, counselors, social workers and librarians.

The facts are clear. For some time to come the large cities of America will be the destination of a large segment of the unskilled,

uneducated population of our country. Left to themselves this group will provide a fertile spawning ground for attitudes and behaviorisms unacceptable to the future progress of America as well as being detrimental to the individual. Isolated cases have shown favorable results from the efforts of the school in the accumulation of persons from economically and educationally deprived backgrounds. The pressing need for this acculturation has been substantiated by the efforts of the United States Government to negate the disadvantage of the disadvantaged.

CHAPTER II

PRESENTATION AND INTERPRETATION OF DATA

Prefatory Statement

The primary mission in this chapter is to present and interpret the findings derived from this study. The data are presented in both textual and tabular form in an effort to render greater clarification. The questionnaire was the key source of the data.

The major aim of the questionnaire was to uncover the role of the school, parents, and community as factors in the success of the subjects. Twenty-five copies were administered in terms of sex, ten male or forty per cent of the subjects, and fifteen female or sixty per cent of the subjects. Much useful data were also derived from interviews with the subjects. The data are treated in terms of frequency and percentages. The complete instrument constitutes Appendix B of this research.

Reliability of the Information

The reliability of the information in this report is equal to the validity of the instrument used in conjunction with the truthfulness and representativeness of the population and the objectivity and accuracy in interpreting and reporting the findings.

The Basic Findings

The basic findings derived from this study are set forth in the remainder of this chapter.

Distribution of Responses Regarding Change in Residential Status of Subjects

The data showed the residential status of the subjects had changed since enrollment in Samuel Howard Archer High School. Only two of the subjects, eight per cent, were still living at the same address. Although these two had completed college and held professional occupations they were unmarried and continued to live at the home of their parents offering assistance to the household. Twenty-three or 92 per cent of the subjects listed current addresses which were different from those of high school enrollment. The addresses were located in communities unlike the high density, government sponsored housing of the subjects' earlier life. A knowledge of the city of Atlanta accompanied by the administration of the instrument by the writer in the homes of the subjects clearly indicated that while many still lived in apartments, the apartments were privately owned and were frequently referred to as luxury apartments. Table 1, reflects the tabular data relative to the residential status of the subjects. These data were derived from questions 3 and 4 of the questionnaire.

TABLE 1
RESIDENTIAL STATUS OF THE SUBJECTS

Status	Number	Per Cent
Same as when enrolled in S. H. Archer High School	2	8
Changed since enrollment at S. H. Archer High School	23	92
Total	25	100

Distribution of Responses Regarding Occupation of Subjects

The occupations of the subjects constitute various job classifications. Teachers and postal workers hold the largest frequency. These two occupations are traditional for Negroes with varying degrees of post secondary training. However, fourteen of the subjects dispersed themselves among other occupational fields. Seven or twenty-eight per cent listed industry with titles such as arc welder, IBM Computer operator, specifications detailer, foam machine operator and paint sprayer. Two or eight per cent work with the government, other than postal worker, with such titles as food and drugs inspector and tax examiner; three or 12 per cent are in business with titles of salesman and clerk; and two or eight per cent indicated medical associated jobs with title of dental technician and licensed practical nurse. These data resulted from questions 5 and 6 of the questionnaire and are presented in Table 2.

Distribution of Responses Regarding Salaries of Subjects

These data are taken from question 7 and the comparison with results of question 18. Table 3 presents the distribution of the salary of the subjects. The weekly salaries earned by the subjects of this study ranged from \$45.00 to more than \$105.00. Information from interviews revealed the highest frequency representing the earnings of one person is in excess of the earnings of the entire family from which the subjects come. The next highest frequency was from \$85.00 - \$95.00 with seven persons or twenty-eight per cent of the subjects. This range of individual income is also above the total family income of the subjects when enrolled

TABLE 2
OCCUPATIONAL STATUS OF THE SUBJECTS

Occupation	Number	Per Cent
Teacher	5	20
Arc Welder	1	4
Postal Workers	6	24
Salesman	1	4
IBM Computer Operator	3	12
Federal Food and Drug Inspector	1	4
Licensed Practical Nurse	1	4
Specification Retailer	1	4
Clerk	2	8
Foam Machine Operator	1	4
Paint Sprayer	1	4
Dental Technician	1	4
Tax Examiner	1	4
Total	25	100

in high school. Fifteen subjects or 60 per cent earned, as individuals, more per week than did the entire family when they were in high school. The lowest weekly salary reported was between \$45.01 - \$55.00 which was received by a housewife who worked as a practical nurse on a part-time basis. Three of the subjects or 12 per cent, as individuals earned as much as the highest frequency reported for total family income during

high school enrollment. Three or 12 per cent of the subjects earn less as individuals than the total family income. Four or 16 per cent of the subjects reported a weekly income of more than \$105.00.

TABLE 3
DISTRIBUTION OF SALARY OF THE SUBJECTS

Weekly Salary Range	Number	Per Cent
\$45.01 - 55.00	1	4
55.01 - 65.00	0	0
65.01 - 75.00	2	8
75.01 - 85.00	3	12
85.01 - 95.00	7	28
95.01 - 105.00	8	32
More than \$105.00	4	16
Total	25	100

Distribution of Responses Regarding
Domiciliary Status of the Subjects

Table 4 revealed that eight or 32 per cent of the subjects are currently purchasing their homes while 17 or 68 per cent are renting their homes. At this point, then only 32 per cent had added to their claim to middle class status by purchasing their homes.

Distribution of Responses Regarding Formal Training
of Subjects Beyond High School

The completion of a high school education plus more specified additional training are felt by most authorities to be the primary means of

TABLE 4
DOMICILIARY STATUS OF THE SUBJECTS

Status	Number	Per Cent
Renting Homes	17	68
Purchasing Homes	8	32
Total	25	100

rising from the ranks of the deprived. The subjects of this study seem to follow this practice. The data revealed from question 9, on the instrument (What additional formal training have you had...?), is that 15 or 60 per cent of the subjects attended college for varying lengths of time from completion of one to four years. Seven or 28 per cent completed college, two or eight per cent completed three years, one or 4 per cent completed two years of college and five or 20 per cent completed one year of college. Of the ten remaining, post high school training was received at either on-the-job training or at non-college institutions. Three, or 12 per cent attended business schools, four or 16 per cent received on-the-job training, and three or 12 per cent were trained at schools training dental technicians, licensed practical nurses and cashiers. Table 5 presents the formal training of subjects since high school graduation.

Distribution of Responses Regarding the Financing of
Formal Training Since Graduation of the Subjects

The prime sources of financing the education of the subjects were scholarship aid or a combination of scholarship aid, contributions from

TABLE 5

FORMAL TRAINING OF SUBJECTS SINCE HIGH SCHOOL GRADUATION

Formal Training	Number	Per Cent
Completed Four Years of College	7	28
Attended College for Three Years	2	8
Attended College for Two Years	1	4
Attended College for One Year	5	20
Attended Business School	3	12
Received On-the-Job Training	4	16
Others:		
School for Licensed Nurses	1	4
School for Dental Technicians	1	4
School for Cashiers	1	4
Total	25	100

parents and efforts of the subjects themselves. To a negligible extent, funds for the subjects' education were contributed by social clubs, churches, fraternal organizations and other like groups. As Table 6 shows, scholarship aid supported seven or 28 per cent of the subjects' education, the efforts of parents, surprisingly, accounted for five or 20 per cent, as did a combination of sources. None of the subjects received aid from relatives other than parents. This is not necessarily seen as a disinterest shown by relatives, but is most likely indicative of the relatives inability to help due to problems of their own. Four

of the subjects, or 16 per cent, received their primary financing from neither their parents, scholarship, nor their own efforts. These may be among those who did not continue college career due to uncertainty of financing. The high dependency upon scholarship aid might also account for the eight withdrawals reflected in Table 5. The data shown in Table 6 were derived from question 11 of the instrument.

TABLE 6

HOW FORMAL TRAINING SINCE HIGH SCHOOL GRADUATION WAS FINANCED

Sources	Number	Per Cent
Parents	5	20
Scholarship Aid	7	28
Student	4	16
Relatives other than Parents	0	0
Combination of Above	5	20
Others	4	16
Total	25	100

Distribution of Responses Regarding the Class
Assessment of the Subjects

The terminology of class stratification was structured in question thirteen so as to assure uniformity of interpretation. None of the subjects assessed their living conditions as being in the upper-class as defined, either during their high school enrollment or currently. Two or eight per cent reported that their status, as interpreted, had been middle-class while in high school. This was probably due to their mothers who

had attended college in the case of three subjects or to the fact that the father of one was a minister regardless of other qualifications. Twenty-four or 96 per cent of the subjects felt their current social status to be middle-class according to common understanding. Twenty-three or 92 per cent felt their social status while in high school was, by definition, lower-class. Only one subject or four per cent assessed his present status as lower-class. The interview regarding this response revealed a feeling of failure of self-set goals and therefore a lack of attainment of middle-class status. The definitions the respondents were asked to use were: middle-class, emphasizes on education to succeed, status consciousness, ownership of property; lower-class - little formal education, menial employment, renting substandard housing; upper-class - long tradition of money, education, property and security. Table 7 presents class status as related to previous and current living conditions.

TABLE 7
CLASS STATUS AS RELATED TO PREVIOUS AND CURRENT LIVING
CONDITIONS

Class Status	Previously (While enrolled in S. H. Archer High School)		Currently (since graduation from S. H. Archer High School)	
	Number	Per Cent	Number	Per Cent
Upper Class	0	0	0	0
Middle Class	2	8	24	96
Lower Class	23	92	1	4
Total	25	100	25	100

Distribution of Responses Regarding Composition of Families of Subjects

The family of the culturally deprived is often a matricentric one with either the father absent or playing a subordinate role. It is frequently described as being large with either one or both parents absent. The data in Table 8 reveal the composition of the homes of the subjects of this study. The data show that 22, or 88 per cent of the subjects had their natural mother and 15 or 60 per cent had their natural father in the home. Although mothers are more in evidence than fathers, the majority of these subjects came from homes containing both parents. Step-parents either mother or father were in the homes of three or 12 per cent of the subjects. The siblings of the subjects seem not to be many. Only five or 20 per cent had as many as three brothers and one or four per cent had as many as five sisters. Sixteen or 64 per cent of the subjects had three or fewer brothers while ten or 40 per cent had three or fewer sisters at home. Only three or 12 per cent of the subjects had four or five brothers at home and six or 24 per cent had four or five sisters at home. Evidence of the extended type of family is not supported by the subjects of this study. Only two or eight per cent had cousins in the home; two or eight per cent had grandparents in the home and only three or 12 per cent had aunts or uncles in the home.

Distribution of Responses Regarding Sources of Family Income of the Subjects

The sources of family income of the subjects while enrolled in S. H. Archer High School are reflected in Table 9. These data reveal the father to be the primary source in that thirteen cases are evidenced. Interestingly, only two of these subjects reported being supported by the

TABLE 8

FAMILY COMPOSITION OF THE RESPONDENTS

Items	Number*	Per Cent*
Mother at home	22	88
Stepmother at home	1	4
Father at home	15	60
Stepfather at home	2	8
Number of Brothers at Home:		
1	7	28
2	4	16
3	5	20
4	2	8
5	1	4
Number of Sisters at Home:		
1	6	24
2	2	12
3	1	4
4	5	20
5	1	4
Cousins	2	8
Grandmother	1	4
Aunt	2	8
Uncle	1	4

*Responses to all applicable categories account for the totals as reflected in Table 8.

funds from a government agency. Fifty-two per cent reported support of the family by the father while five or 20 per cent revealed the combined efforts of both parents in support of the family. The mothers in only three instances were the sole support of the family. Support by relatives other than the parents was infrequent. One or four per cent received support from an aunt and one received support from a grandfather. None reported pension funds as primary source of family support.

TABLE 9

SOURCES OF FAMILY INCOME OF THE SUBJECTS WHILE ENROLLED
AT SAMUEL H. ARCHER HIGH SCHOOL

Source of Income	Number	Per Cent
Father	13	52
Mother	3	12
Pension	0	0
Welfare	2	8
Both Parents	5	20
Grandfather	1	4
Aunt	1	4
Total	25	100

Distribution of Responses Regarding Approximate Weekly
Income of Families of the Subjects

The tabular data are set forth in Table 10. The approximate weekly income from all sources in the families of the subjects ranged from the category of less than \$25.00 to the category of \$85.00 to \$95.00. This evidence shows that forty per cent, ten families' weekly income was between \$75.01 - \$85.00. This would result in a yearly income of between \$3,600.00 and \$4,080.00. This amount seems unusually high. The instrument solicited total weekly income from all sources. Table 9 revealed the primary source of family income was the father in thirteen cases. Twenty-four per cent, six cases, reported total incomes of between \$55.01 - \$65.00. Four or 16 per cent reported total incomes of less than \$55.00. Two or

eight per cent of the subjects fall in the \$65.01 - \$75.00 and \$85.01 - \$95.00 categories, respectively. Hesitance in reporting to question seventeen (What was the source of the family income when you were enrolled in S. H. Archer High School?) was exhibited by many of the subjects resulting from lack of familiarity with family's finances during adolescence. However, only one or four per cent stated definitely that he was uncertain concerning the total income of his family.

TABLE 10

THE APPROXIMATE TOTAL WEEKLY INCOME OF THE FAMILIES OF THE
SUBJECTS WHILE ENROLLED AT S. H. ARCHER HIGH SCHOOL

Approximate Weekly Income	Number	Per Cent
Less than \$25.00	1	4
\$25.01 - 35.00	1	4
35.01 - 45.00	1	4
45.01 - 55.00	1	4
55.01 - 65.00	6	24
65.01 - 75.00	2	8
75.01 - 85.00	10	40
85.01 - 95.00	2	8
More than \$95.00	0	0
Uncertain	1	4
Total	25	100

Distribution of Responses Regarding the Types of Jobs
Held by Parents of the Subjects

A characteristic of the culturally deprived is that one or both parents are either unemployed or hold menial unskilled jobs. The data secured in this study revealed this to be true in that 12 or 48 per cent of the subjects fall in the classification, laborer. Five or 20 per cent fall in the classification, domestic. This means that seventeen or 68 per cent of the subjects held jobs with menial designations. Add the two which were unemployed and the support is intensified. The job titles, lead cutter and clerk imply semi-skilled jobs. Three or 12 per cent of the responses fell in these categories. One respondent listed father's occupation as minister.

TABLE 11

TYPES OF JOBS HELD BY PARENTS OF THE SUBJECTS WHILE ENROLLED
AT S. H. ARCHER HIGH SCHOOL

Job Description	Number	Per Cent
Checker	1	4
Laborer	12	48
Domestic	5	20
Painter	1	4
Clerk	2	8
Lead Cutter	1	4
Minister	1	4
Unemployed	2	8
Total	25	100

Distribution of Responses Regarding the Highest Educational
Levels of Subjects' Parents, Brothers and Sisters While
Enrolled at S. H. Archer High School

The highest educational level achieved by the mothers of the subjects was at the secondary level as evidenced by 18 or 72 per cent falling in that category. The highest level of education for the fathers of the subjects was the same for both secondary and elementary levels. Eight terminated their education in the high school and eight in the elementary school. More knowledge of the mothers' education was available to the subjects in that all could respond, however, nine or 36 per cent of the subjects either were uncertain or did not know the educational levels of the fathers. No fathers attended college, even though one was a minister, and only three or 12 per cent of the mothers attended college. Of the highest level of education achieved by siblings, nineteen subjects had brothers whose highest level of education was high school. Two subjects or eight per cent had brothers whose highest educational level was college. Eleven subjects reported sisters having achieved a secondary school level and one having reached college. Four of the subjects reported sisters and brothers still in elementary school. Mothers of the subjects were considerably more educated than the fathers. More than twice as many mothers had attained a high school or college level than the fathers of the subjects. The foregoing data were derived from question nineteen of the instrument and Table 12 depicts the tabular information.

Distribution of Responses Regarding Assessment of Achievement
in Relation to that of Classmates of the Subjects

The twenty-first question on the instrument asked the subjects:
Do you feel your present position in life is above or below the majority

TABLE 12

HIGHEST EDUCATIONAL LEVELS OF PARENTS, BROTHERS AND SISTERS OF THE STUDENTS WHILE ENROLLED
AT S. H. ARCHER HIGH SCHOOL

Relatives	Educational Levels								Totals Number Per Cent	
	Elementary		Secondary		College		No Response			
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent		
Mother	4	16	18	72	3	12	0	0	25	100
Father	8	32	8	32	0	0	9	36	25	100
Brothers	1	4	19	76	2	8	3	12	25	100
Sisters	3	12	11	44	1	4	10	40	25	100

of those graduating with you...?" The response distribution, found in Table 13, indicates that twenty-one or 84 per cent of the subjects felt their present status to be above the majority of their fellow classmates. Four felt that their present status was neither above nor below the majority of their classmates but equal. None of the subjects felt their status was below the majority of their fellow graduates.

TABLE 13

SUBJECTS' RESPONSES RELATIVE TO THEIR PRESENT POSITION IN LIFE
(OVER-ALL STATUS) AS COMPARED WITH THE MAJORITY OF THEIR
FELLOW GRADUATES

Status Assessment	Number	Per Cent
Above	21	84
Below	0	0
Equal	4	16
Total	25	100

Distribution of Responses Regarding Reasons for Subjects Equal-
ing or Surpassing the Status Attained by the Majority of
Fellow Graduates

Eleven or 44 per cent of the subjects felt that the reason for their equal or superior status in comparison to their classmates was self-determination. Five or 20 per cent felt their desire to have a better life than parent was the most influential factor. Observing the family financial struggle was the reason given by three or 12 per cent of the subjects. Only two or eight per cent felt that the school was influential in the improvement of their status and only four or 16 per cent felt that the

encouragement of their parents was the prime factor. The data resulted from responses to question 21 and are presented in Table 14.

TABLE 14

REASONS GIVEN BY SUBJECTS FOR EQUALING OR EXCELLING
MAJORITY OF CLASSMATES' SOCIAL STATUS

Reasons	Number	Per Cent
Desire to Have Better Life than Parents	5	20
Observation of Financial Struggle of Parents	3	12
Self-determination	11	44
Parental Encouragement	4	16
Influence of School	2	8
Total	25	100

Distribution of Responses Regarding Academic
Rank of the Subjects

In response to the question, "Were you rated among the top ten per cent, academically, of your graduating class...?" fifteen or 60 per cent of the subjects replied affirmatively and ten or 40 per cent replied negatively. Membership in academic top ten per cent seems indicative, but not overwhelmingly, of success in life beyond the high school. Table 15 presents the tabular information regarding the academic rank of the subjects.

TABLE 15

ACADEMIC RANK OF THE SUBJECTS

Rank	Number	Per Cent
Top Ten Per Cent	15	60
Below Top Ten Per Cent	10	40
Total	25	100

Distribution of Responses Regarding the Year of Graduation of the Subjects

In addition to other data, Table 16 indicates that the first graduation class of S. H. Archer High School was in 1957. The 1957 graduating class and classes through 1963 were chosen for this study in order to give the student sufficient time to have attended college or some post-secondary school and to have obtained employment and housing, indicating a trend towards or the establishment of a standard of living or status. None of the respondents indicated 1957 or 1958 the years of their graduation. Five or 20 per cent graduated in 1959. Almost half, 12 or 48 per cent were among the members of the graduating class of 1960. The year 1961 claimed three or 12 per cent of the subjects. Four or 16 per cent terminated their high school careers in 1962 and one or four per cent graduated in 1963.

Distribution of Responses Regarding Subjects' Participation in Extra-Curricular Activities

Table 17 presents information concerning participation in extra-

TABLE 16

SUBJECTS' YEAR OF GRADUATION

Years	Number	Per Cent
1957	0	0
1958	0	0
1959	5	20
1960	12	48
1961	3	12
1962	4	16
1963	1	4
Total	25	100

curricular activities. The subjects were engaged in a variety of school sponsored activities. The activities indicated were the usual athletic teams, musical organizations, the yearbook and newspaper staff, the student council and the clubs sponsored by the various subject areas, such as the French, social science and mathematics clubs. Only two of the subjects reported not participating in any extra-curricular activity. The student council, composed of elected officers and the president, vice-president and secretary of each homeroom, claimed the membership of ten or 40 per cent of the respondents. Membership in the subject content clubs was reported by eleven or 44 per cent of the respondents. Collectively the athletic teams were reported by twenty-one of the respondents as being among their extra-curricular activities. Ten or forty per cent

of the respondents reported membership in the musical organizations, chorus and band. Seven or 28 per cent and four or 16 per cent of the subjects indicated participation in the newspaper and yearbook staff, respectively. The subjects were about equally distributed among the categories of extra-curricular activities. The activity claiming the largest number of cases was the student council, an organization whose constitution states as one of its purposes: "To Act as a liason agent between the principal and the student body." This organization provides opportunity for students to develop and exercise leadership characteristics.

TABLE 17
PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES

Activities	Number*	Per Cent*
Chorus	6	24
Band	4	16
Football	6	24
Basketball	7	28
Baseball	3	12
Newspaper Staff	7	28
Yearbook Staff	4	16
Student Council	10	40
Tennis	2	8
Track	3	12
Clubs	11	44
None	2	8

*The nature of the responses accounts for the totals as listed in Table 17.

Distribution of Responses to Question 25 "In What Ways
Could Archer High School Have Better Prepared You
for Life After High School?"

Table 18 indicates 11 registering no opinion to offer in answer to the question. Four or 16 per cent indicated that the school did all it possibly could. The suggestions of having college bound classes, establishing desire to learn, having stronger mathematics programs, better discipline, tougher grading, more business courses had responses of one, or four per cent, respectively. Three or 12 per cent of the subjects reported that more counseling services would have helped them to be better prepared for life after high school.

TABLE 18

SUGGESTED WAYS IN WHICH ARCHER HIGH SCHOOL COULD HAVE
BETTER PREPARED THE SUBJECTS FOR LIFE AFTER
HIGH SCHOOL

Suggestion	Number	Per Cent
Have classes for college bound	1	4
Provide more cultural activities	1	4
Established desire to learn	1	4
Provide stronger mathematics program	1	4
Provide more counseling	3	12
Maintain better discipline	1	4
Use tougher grading	1	4
Provide more business courses	1	4
The school did all possible	4	16
No opinion	11	44
Total	25	100

Distribution of Responses to Question Concerning the Most Influential Person on Lives of Subjects

The responses to the question concerning the most influential person on the lives of the subjects while enrolled in S. H. Archer High School are set forth in Table 19. The majority of the answers centered around the homeroom teacher with thirteen cases or 52 per cent making this response. A subject teacher, in the cases of six subjects or 24 per cent, was most influential. These responses would seem to be expected since these persons, by nature, of the high school organization, had prolonged contact with the students. Homeroom teachers were encouraged to perform a surrogate role during the school days. The homeroom was thought of as a family-at-school with the homeroom teacher as the parent and the members brothers and sisters, mutually concerned with the well being of each other. Perhaps due to infrequency of contact, none of the subjects reported the principal or counselor as being influential. Three or 12 per cent of the subjects reported a coach as exercising most influence on their lives. No specific person could be pin pointed in the cases of three subjects. When asked to respond to question 26, concerning ways in which influences were exercised, none were articulate enough to ascertain classification of reasons. Responses received in interviews gave interviewer the impression that the subjects felt that persons designated as most influential showed concern for subjects' well-being and development. No other reasons were discernable, even upon continued questioning.

Distribution of Responses Regarding the Areas at S. H. Archer High School Needing Most Improvement

The subjects when asked to evaluate named areas, or to suggest others, in the light of most needed improvement, the responses were fairly

TABLE 19

MOST INFLUENTIAL PERSON IN LIVES OF SUBJECTS

Person(s)	Number	Per Cent
Principal	0	0
Counselor	0	0
Homeroom Teacher	13	52
Subject Teacher	6	24
Coach	3	12
None specifically	3	12
Total	25	100

evenly distributed among the selection of subjects offered, classroom discipline and a combination of teachers' methods and teachers' attitude. Table 20 reveals that seven of the subjects felt the subjects too limited. Interviews discovered many, especially those who entered employment requiring use of mathematics, objected to the courses that were directed toward college entrance, since their experience in taking tests given by employers showed a need for only simple calculations which were unknown to the students. One subject voiced a feeling of inadequacy when required to compete with graduates of other Atlanta schools in his office due to their having had courses at their high school which he had not had. It was also found in the personal interviews that the area to which the strongest reaction was made was discipline. Six or 24 per cent of the subjects felt that the over-all school discipline as well as that in some

individual classrooms was of such nature as to prevent or deter effective learning. The area needing most improvement in the opinion of four subjects, or 16 per cent, was teachers' methods. Four felt the teachers' attitudes needed most improvement. Textbooks and teachers' training claimed two or eight per cent, respectively.

TABLE 20

AREAS AT S. H. ARCHER HIGH SCHOOL WHICH THE SUBJECTS
FELT NEEDED MOST IMPROVEMENT

Areas	Number	Per Cent
Textbooks	2	8
Classroom discipline	6	24
Teachers' methods	4	16
Teachers' attitudes	4	16
Teachers' training	2	8
Selection of subjects	7	28
Total	25	100

Distribution of Responses Regarding Awards Received
and Elected Offices Held by the Respondents

The largest incident of responses concerning awards received was recorded under none. While twelve or 48 per cent of the subjects had received no award, only four or 16 per cent had not held an elected office. More of the subjects had held elective office than had received awards. Athletic awards had been received by five or 20 per cent of the subjects and three or 12 per cent had received awards indicating excellence in particular

subject areas. The Harvard Book Award is given to a young man of high scholastic achievement and possessing certain gentlemanly and scholarly characteristics. Two of the subjects received this award. Only one or four per cent received a band letter indicating loyal and continued participation in the band. The offices of student council president, editor of school newspaper and class officer were held by fifteen of the subjects divided equally among the responses. Three of the subjects, twelve per cent, reported being elected club queens and two or eight per cent reported holding positions of captains of athletic teams. One subject reported being elected to the presidency of his club. Such data were derived from the responses to question 29 and are reported in Table 21.

Distribution of Responses Regarding the Efforts of the
Faculty to Help the Above and Below Average Stud-
ents

Table 22 sets forth the tabular data in response to the question: "Do you feel the faculty of the S. H. Archer High School put forth special efforts to help above average and below average students...?" The subjects seemed to have felt that efforts were made by the faculty to help both the above and below average. Twenty or 80 per cent reported great efforts to help the above average and 16 or 64 per cent felt the below average received help of faculty. Conversely, five and eight subjects, respectively, reported evidence of little efforts to help the above average and below average.

In response to question 32, which asked the subjects to make any added comments desired concerning influence of S. H. Archer High School

TABLE 21

AWARDS RECEIVED AND ELECTED OFFICES HELD BY THE SUBJECTS

Awards and Offices	Number*	Per Cent*
Harvard Book Award	2	8
Excellence in subject areas Award	3	12
Athletic awards	5	20
Band Letters	1	4
Received no award	12	48
Club Queen	3	12
Class officer	5	20
Student Council President	5	20
Newspaper Editor	5	20
Captain, Athletic Team	2	8
Club President	1	4
Elected to no office	4	16

*The nature of the responses accounts for the totals as listed in Table 21.

on their lives after high school. There was either no answer or the notation was made that sufficient remarks had been made. Therefore, the writer felt no necessity to report these responses other than in the textual information. No reporting is made of responses to questions four, six and twelve. The data obtained from these were used for purposes of background information, comparison or interpretations.

TABLE 22

RESPONSES OF THE SUBJECTS CONCERNING THE QUESTION: "DO YOU
FEEL THE FACULTY OF S. H. ARCHER HIGH SCHOOL PUT FORTH
SPECIAL EFFORT TO HELP ABOVE AVERAGE AND BELOW
AVERAGE STUDENTS?"

Item	Above Average	Per Cent	Below Average	Per Cent
Yes, evidence of great effort	20	80	16	64
No, evidence of little effort	5	20	8	32
No opinion	0	0	1	4
Total	25	100	25	100

CHAPTER III

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Introductory Statement

Basically, the first chapter in this thesis endeavors to inform the reader about the problem as well as supply the rationale undergirding the problem. Additionally, the chapter sets forth the objectives and the research design, an explanation of the goals and how the writer undertook to attain the goals. In the second chapter, the chief mission is to report and interpret the basic findings. The primary purposes of this third chapter are (1) to tell what Chapters I and II attempted to do, (2) to give a summation of the pertinent literature and the basic findings, and (3) to set forth warranted conclusions, implications, and recommendations. Having already achieved the first of these three purposes, the writer seeks in the remainder of this chapter to achieve purposes two and three.

Summary of Pertinent Literature

The statements following are intended to reflect literature reviewed in Chapter I of this research. The literature seems to agree that the schools as currently organized are orientated towards the education of all according to middle class standards. Methods and materials employ references to middle class behavior that are unrealistic, unfamiliar and supposedly unattainable by a large segment of the population. This segment

of society is constantly growing and becoming the problem of large urban areas and therefore the urban schools. The middle class attitude and methods of the urban school have failed to perform its task of transmitting the culture of the society it serves. To counter this ineffectiveness such programs as Higher Horizons, The Great Cities Gray Areas School Improvement, Project Headstart, Project Opportunity and Upward Bound attempt to bring better methods and attitudes to the education of the deprived.

These programs have begun to identify the elements of the culture of the deprived that can be utilized in their education. There, seemingly, non-verbalization of accepted language can be an invitation to the school to use their language as an approach to begin their education. Their slowness can be transformed into dedication or concentration to a task. Concrete approaches to subject matter using materials which can be manipulated have proved effective. The influence of peer groups and inborn competitiveness can be used by the teacher. These insightful approaches, accompanied by significant changes in the textbooks used with these students to show members of minority social groups, and situations familiar to them, can begin to increase the effectiveness of the school.

The school's personnel is a factor considered by the literature. More supportive personnel such as social workers, aides to relieve teachers of clerical work, counselors, librarians, and psychiatrists should be employed in the efforts of the school to more effectively educate this segment of society. In addition to these, the employment of more teachers to reduce the pupil-teacher ratio is advocated. More important than these changes is the consideration of the administrative personnel charged with

the administration of a program for the culturally deprived. Administrators of such a program should, in addition to degree and courses, have an understanding of the culture of the population they serve and also conviction and determination enough to meet the needs of the students.

The American society cannot afford to write off large segments of its population. In her efforts to exploit every corner of her natural resources and in her efforts to maintain her leadership position in the world, she can ill afford to have ... "social dynamite to accumulate in our large cities...."¹ The school then must extend itself into the community to retrieve the drop-outs, to provide remedial adult education and to establish an ally in its efforts with the students. The efforts directed toward the community and homes of the students cannot be overestimated, because it is here that the ideal necessary to school success... "should be fostered and nurtured...."²

Summary of the Basic Findings and Conclusions

The summaries of the findings of this study are organized in the following manner: (1) present status and personal assessment of the students, (2) description of familial circumstances surrounding the high school careers of the subjects, (3) assessment of factors contributing to present status of subjects, (4) subjects status and participation in school's program, and (5) evaluation of weaknesses and strengths of subjects' high school.

¹James B. Conant, Slums and Suburbs (New York: McGraw-Hill Book Company, 1961), p. 24.

²Frank Reissman, "The Culturally Deprived Child: A New View," Programs for the Uneducationally Disadvantaged (Washington, D. C.: U. S. Government Printing Office, 1963), pp. 3-9.

Description of Present Status and Personal Assessment of Subjects

Tables 1 through 7

The summary data concerning the present status and personal assessment of the subjects are taken from Tables 1 through 7, Chapter II of the thesis. The data from these tables reveal the subjects have substantially improved their total living conditions as compared with those of their high school careers. This improvement is demonstrated by superior living quarters in the case of 92 per cent of the subjects. In comparison with the high density of government sponsored housing from which most of these subjects come, their present housing can be described as privately-owned luxury apartments and private homes. Thirty-two per cent of the subjects are purchasing their homes, further adding distance in their ascent from the ranks of the deprived. The social status of the subjects is further improved by the occupations in which they are engaged. The occupations are numbered among the professions, business, industry and medicine. An interesting trend towards occupations previously not held by members of their race was seen. This can be attributed to the efforts of governmental agencies and private groups to assure equal opportunity in employment regardless of race. Only eleven or 44 per cent of the subjects have followed the traditional occupations of teaching and post office workers. These subjects, however, have not entered the main lucrative occupations which have been racially exclusive but a trend is indicated. Such titles as Federal Food and Drugs Inspector, Arc Welder, Specification Retailer, and IBM Computer Operator are indicative of the entry into new occupations of people whose parents were heretofore cooks, painters and laborers. The salaries received from these occupations ranged from \$85.00 to \$105.00 for fifteen or 60 per cent of the subjects. These individuals' salaries are equal to and most frequently surpass the cumulative salaries of the entire family of the subjects. The formal training which qualified the subjects for the occupations held and salaries received was obtained in college by fifteen or 60 per cent of the subjects. On-the-job training accounts for only four or 16 per cent of the subjects. The financing for this training came primarily from three sources, scholarship aid, parents and a combination of these plus work efforts of students. The seven or 28 per cent which were on scholarship aid point to the importance of the availability of economic help to the deprived. Many colleges are offering financial aid to promising students of limited means. Many states are offering scholarship aid that is designated for promising students whose families meet qualifications of low income, large families and respectability. These are usually accompanied by employment in the state for a limited number of years and a full or partial repayment. The State of Georgia has such a program. These achievements of residence, education, occupation and income lead the subjects to access their present living status as middle class in ninety-six per cent of the cases.

The achievements of subjects whose background is uncontestedly deprived

lead to the following conclusions for the subjects in this study:

1. That cultural deprivation in itself does not prevent success in school and in attaining professional or skilled occupations.
2. That the more traditional occupational opportunities for Negroes are losing ground to many varied occupations.
3. That the attainment of higher levels of formal education is somewhat of an assurance of higher economic status.

Description of Familial Circumstances Surrounding the High School Careers of the Subjects

Tables 8 through 12

The summary data concerning the familiar circumstances of the subjects of this study are taken from Tables 8 through 12, Chapter II of the thesis. The data reveal that the composition of the families of the subjects was unlike the many established conceptions of the culturally deprived. The majority of the subjects reported having fathers and mothers at home instead of the broken family with one or both of the parents absent. The number of siblings seem not to be great as demonstrated by incidence of 64 per cent had three or fewer sisters. The nuclear family is the type of organization revealed by data in that only six or 24 per cent reported having relatives other than mother, father, sisters and brothers in the home.

The father was the primary source of the family's support, as evidenced by 52 per cent of subjects reporting. This support was derived from such occupations as can be classified as menial. The job titles more closely approaching semi-skilled status were clerk and lead cutter. Those categories claimed eight or four per cent of the subjects' responses, respectively. Unlike some preconceived notions concerning the employment status of the culturally deprived, only eight per cent or two of the parents were classified as unemployed. From these menial jobs, ten respondents reported the family total weekly income as being between \$75.00 and \$85.00. This seems unusually high if the assumption is that the fathers is the only wage earner. The instrument did not attempt to ascertain what per cent, if any, this income was contributed by older working brothers and sisters, and only five or 20 per cent reported both parents being the main source of family income. The educational level of the relatives of the subjects cannot be given as encouraging since the data in Table 12 reveal that high school is the terminal point in 72 per cent of the mothers and 32 per cent of the fathers. Even the educational levels of the older siblings of the subjects offered little to commend since only three of the total had reached the college level.

Such findings, seemingly, warrant the following conclusions for the subjects in this investigation:

1. Menial employment usually represents the major source of income for the culturally deprived.
2. The broken home is not necessarily a product of cultural deprivation.
3. Formal education attainment beyond the high school level is a rare achievement for the culturally deprived.
4. Females tend to possess higher educational levels than males among culturally deprived parents.

Description of Assessment of Factors Contributing to Present Status of Students

Tables 14 and 19

Data concerning the assessment of factors contributing to the present status of the subjects are taken from Tables 14 and 19, Chapter II of the thesis. The subjects gave reasons contributing to their desire to achieve their current degree of success despite the conditions of deprivation surrounding them. Primarily, self-determination, in the case of eleven or 44 per cent and a desire to escape the life of their parents, in the case of five or 20 per cent, were the reasons given. Only two or eight per cent felt the influence of the school to be a factor. Seemingly, this indicated a woeful lack of much organized effort by the school to inspire others to follow the successful ones. Although there are many students worthy of emulation. Having been a member of the faculty for several years, the writer knows that beyond the first year immediately following graduation little attempt is made to keep a record of the success or failures of the graduates. Such information as amounts of training beyond high school, degrees earned, occupations, marital status, and residence are not parts of the school's records. Too, parents of these students do not encourage them to excel as reflected by the data in Table 19. This is understandable in that the parents themselves have experienced repeated failure and perhaps do not want their children to have the same experience fighting the system. They do not understand that the system is not the same as when they were young and that what was impossible for them is now very possible for their children. Of the persons influencing the subjects most at school, the homeroom teacher received 52 per cent of the responses. This is a reflection of the keen role the homeroom teacher plays when the homeroom time is used effectively for group and individual counseling and when the homeroom teacher expresses interest in each child. The classroom or subject teachers and the coach were also regarded as most influential by nine or 36 per cent of the subjects. No respondent assigned such importance to a counselor or principal.

The foregoing findings, seemingly, justify the conclusions immediately below.

1. Self determination is apparently the dominant motivating factor in causing most culturally deprived students to excel their peers in social status.
2. Of all the school personnel, teachers (homeroom and regular classroom) are the most influential persons in the lives of most culturally deprived students.

Academic Rank, Years of Graduation, Special Program
Participation and Honors Received

Tables 15, 16, 17 and 21

The subjects were members of the graduating classes dating from 1959-1963. The year 1960 claimed 48 per cent, the largest number 12. Only one of the subjects in 1963, and the remainder, 12, graduated in 1959 (5), 1961 (3), and 1962 (4). Sixty per cent of the subjects ranked in the top ten per cent of their respective graduating classes. The data reveal that these were the students who were leaders in the school. Five had been presidents of the student council, five were class officers and five were newspaper editors. These subjects had also been the recipients of such honors as the Harvard Book Award, athletic awards, and subject area awards. Not only were these students superior academically, but they were accepted by their schoolmates as shown by their election to status offices in various groups. The complete spectrum of the school life is reflected in this group, from the academic pursuits to athletic endeavors, to participation in musical groups, subjects areas and clubs.

The data lead to the following conclusions:

1. The academic success experience by these subjects gave impetus to self-confidence and courage necessary to fight against their backgrounds.
2. Participation in extra-curricular activities develops leadership and social skills which are essential to success in life during high school attendance and after high school graduation.
3. The special programs and activities which interested most of the subjects are, seemingly, in agreement with those which interest most students, no matter the social classification.

Samuel H. Archer Areas Needing Most Improvement and
Estimations of Teachers' Special Assistance

Tables 20 and 22

The discipline of some of the classrooms was the area needing the most improvement. Discipline is fundamental to any school program. Discipline, whether enforced or instilled, must exist. Effective learning must be surrounded by favorable conditions, free from distractions. How much more necessary is it for the culturally deprived? The teachers' methods and attitudes claimed, respectively, sixteen per cent of the areas of needed improvement. Until recently, little was known about special methods used in the teaching of the culturally deprived. The same methods, read and recite, lecture and test, were used for all. Newer methods are now being devised for slow learners and poor readers. Changed attitudes towards the teaching of the students in culturally deprived areas are also emerging. Although the subjects felt that the faculty made special efforts to help the below average students, as reported by 64 per cent and did such to a greater extent for the above average students, 80 per cent, it should still be of major concern to the faculty of Samuel H. Archer High School that for 32 per cent of the subjects little, if any, special effort was made to assist the below average students and 20 per cent felt equally certain about the above average students.

The findings immediately above seem to justify the following conclusions which, with the preceding findings and conclusions render ample evidence that the purposes of this study were achieved:

1. A positive change of faculty attitudes and methods at the Samuel H. Archer High School regarding the students' educational experiences might help to improve their image as viewed by these and perhaps similar graduates.
2. Discipline is an area which suggests the need for major improvement.
3. Rendering good or very favorable special assistance to a group of below average and above average students does not guarantee that such assistance will be so judged by all the students.

Implications

The findings and conclusions render support for the implications set immediately below:

1. The occupational status of the subjects suggests an era of expanded opportunity and/or open-employment for qualified persons.
2. It is not expedient to predict the possible attainments of culturally deprived students on the basis of their home environment.
3. Homeroom teachers might be regarded as incentives or inspirational guides for students with deprived backgrounds.
4. School improvement, to a great extent, is contingent upon good discipline, the attitudes of teachers, and teaching methods.

Recommendations

The findings, conclusions, and implications warrant the following recommendations:

1. That generally, persons who examine this study will be cautious and not interpret the findings and conclusions to the extent of making broad or extended generalizations since the population used was rather small and restricted. However, it is strongly recommended that the personnel of Samuel H. Archer High School will examine this study carefully and objectively and then make use of the results as warranted.
2. That the areas of classroom discipline, the attitudes of teachers and their methods of teaching be improved so that in return the lives of those being taught (mainly the culturally deprived) will be positively influenced.
3. That homeroom teachers become more aware of their impact in influencing the lives of students in their homerooms, and especially those with impoverished backgrounds.
4. That the total faculty and administration become more aware of the positive regard deprived students extend to their homeroom teachers and also move beyond such awareness and make full use of the avenue toward the operation of an effective and efficient school program.
5. That Samuel H. Archer High School will encourage more comprehensive studies of this nature and that such studies will be conducted on a periodic basis, and that the data derived be used, if warranted, to improve specific programs of the school, as well as to improve overall school-community relations.

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APPENDIXES

APPENDIX A

COVER LETTER

January, 1966

175 LeConte Highway
Atlanta, Georgia

Dear Archer Alumnus:

As a member of the faculty of Samuel Howard Archer High School, I am interested in what you are now doing and what you have been doing since graduation. This letter and questionnaire are designed to help me obtain information about your life now and how it compares with your life as an Archer student. It is hoped that this information will help us in our efforts to improve the educational experiences of the students of the Samuel Howard Archer High School. This information, also, will assist me in the preparation of a thesis at Atlanta University.

Enclosed is a stamped, self-addressed envelope in which I am asking you to place the questionnaire as soon as you have completed it and return it to me. Please complete it now and mail it immediately. I assure you that this information will be held in the strictest confidence.

Sincerely yours,

Mrs. N. H. Williams
MHW/m

enclosures: 2

APPENDIX B

QUESTIONNAIRE

Directions: Please check or write in the answers to the items listed below.

1. Your name: _____
2. Sex: _____
3. Present Address: _____
4. Address while enrolled at Samuel H. Archer High School (if different from item 3 above) _____

5. Present occupation: _____
6. Name of organization or company for which you now work: _____

7. Present weekly salary: (Please check one only)

Less than	\$25.00	_____
25.01 to	35.00	_____
35.01 to	45.00	_____
45.01 to	55.00	_____
55.01 to	65.00	_____
65.01 to	75.00	_____
75.01 to	85.00	_____
85.01 to	95.00	_____
95.01 to	105.00	_____
More than \$105.00		_____

8. Do you own or are you purchasing your home? Yes _____ No _____
9. What additional formal training have you had since graduation from Samuel H. Archer High School?
Completed a four year college: Yes _____ No _____
If yes, give name and location: _____

Attended college, but did not graduate, for: _____ (years).
Give name and location: _____

Attended business school: _____

Received on-the-job training: _____

Attended some other type of school: (Please specify) _____

Have had no additional formal training since graduation: _____

10. If you have not attended school since graduation from high school, please check the reason(s).

Lack of interest _____

Felt it was not needed _____

Unable to attend school because of the need for income from job _____

Could not afford to pay cost of schooling _____

Failure to pass entrance requirements for the course(s) desired _____

Other: (Specify) _____

11. If you obtained further formal training since graduation, how was it financed? Please check all that apply) Parents _____
Scholarship aid _____ Student (himself) _____ (Herself) _____
Relatives _____ (Other than parents) _____ Others (please specify) _____.

12. What jobs have you held since graduation? (Please specify) _____

13. Which of the terms listed below, in your opinion, best describe your living conditions while at Archer High School?
(Please check one) Upper class: (characterized by long tradition of money, education, property and security) _____ Middle class: (characterized by emphasis on education to succeed, status consciousness, ownership of property) _____ Lower class: (characterized by little formal education, menial employment, renting substandard housing) _____

14. Which of the terms listed below and defined above, best describe your present living condition? (Please check one) Upper class _____ Middle class _____ Lower class _____

15. What was the make-up of your family while you were enrolled at S. H. Archer? (Check all that apply)

Mother at home _____ Stepmother at home _____ Father at home _____

- Father's salary _____
Mother's salary _____
Brother's salary _____
Sister's salary _____
Parents' pension or retirement _____
Welfare allowance _____
Others (Please specify) _____

- | | | |
|-------------------|---------|-------|
| Less than | \$25.00 | _____ |
| 25.01 to | 35.00 | _____ |
| 35.01 to | 45.00 | _____ |
| 45.01 to | 55.00 | _____ |
| 55.01 to | 65.00 | _____ |
| 65.01 to | 75.00 | _____ |
| 75.01 to | 85.00 | _____ |
| 85.01 to | 95.00 | _____ |
| More than \$95.00 | | _____ |

- Mother: _____
Employer _____ Kind of job _____
- Father: _____
Employer _____ Kind of job _____

- | | | | | | | | | |
|---------|-------------|---|---|----|----|----|---|---|
| Mother? | Elementary | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | High School | 8 | 9 | 10 | 11 | 12 | | |
| | College | 1 | 2 | 3 | 4 | | | |
| Father: | Elementary | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | High School | 8 | 9 | 10 | 11 | 12 | | |
| | College | 1 | 2 | 3 | 4 | | | |

20. Do you feel that your present position in life is above or below the majority of those graduating with you from S. H. Archer High School? Above _____ Below _____
21. If your answer to item 20 is "above," explain the space below what what it was about your family, your school, yourself that made this possible.
22. What were the extracurricular activities in which you engaged while at S. H. Archer High School? (Check all that apply)
 Chorus _____ Band _____ Football _____ Basketball _____
 Newspaper _____ Yearbook staff _____ Student Council _____
 Track _____ Baseball _____ Others(Please specify) _____
23. Were you rated among the top ten percent, academically, of your your graduating class? Yes _____ No _____
24. Year of graduation _____
25. What could Archer High School have done to better prepare your for life after high school that was not done? (Please explain fully)
26. Which of the following persons would you say influenced you most while you were at S. H. Archer? (Check only one) Principal _____
 Counselor? _____ Homeroom teacher? _____ Subject teacher _____
 Coach _____ (Others (Please specify) _____)
27. Please explain fully the way(s) in which you feel the person checked in item 26 influenced your life: _____

28. In order of importance, using arabic numbers and starting with 1, rank the areas at Archer High which, in your opinion need the attention of the faculty and administration for improvement.
 Textbooks: _____ Teacher Training _____ Teacher&s Attitude _____
 Teachers' methods of teaching _____ Class discipline _____ Selection
 of available subjects _____ Others (Please specify) _____

29. What awards or elected offices did you receive or hold while enrolled at S. H. Archer?

Awards:

Offices:

30. Do you feel that any special efforts were made by the faculty to help "below average" students in their achievement at S. H. Archer?

Yes _____ No _____

Please explain:

31. Do you feel that any special efforts were made by the faculty to help "above average" students in their achievement at Archer?

Yes _____ No _____

Please explain:

32. Feel free to use the space below to make any additional comments concerning your life at Archer High School, your present life and the relationship between the two.

VITA

WILLIAMS, NARVIE HILL

Education: Booker T. Washington High School 1948;
Spelman College, 1953; Atlanta University--University of Georgia (Summer, 1965).

Experience: DeKalb County Board of Education 1954-55;
Atlanta Board of Education 1956-

Fields of
Concentration: Social Studies and Elementary Education.

Personal
Information: Married. Two children, native Atlantan.